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VIDEO TAPE RECORDINGS IN COUNSELING PRACTICUM.

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DESCRIPTORS- *RATING SCALES, *VIDEO TAPE RECORDINGS, *COUNSELING, GUIDANCE, *COUNSELOR TRAINING, VERMILLION, SOUTH DAKOTA, VTR ENVIRONMENTAL RATING SCALE

RESEARCH WAS CONDUCTED TO DETERMINE THE MOST EFFECTIVE AND REALISTIC ENVIRONMENTAL SETTING FOR VIDEO TAPE RECORDING (VTR) OF COUNSELING INTERVIEWS. AN EVALUATION OF THE USE OF THE VTR'S IN CRITIQUE SITUATIONS WITH COUNSELOR CANDIDATES WAS ALSO ACCOMPLISHED. VTR COUNSELING SESSIONS WERE CONDUCTED IN A REGULAR COUNSELING CUBICLE, IN A SIMULATED COUNSELING CUBICLE, AND IN AN OPEN SETTING. A VTR ENVIRONMENTAL RATING SCALE WAS USED TO ASSESS COUNSELOR/COUNSELEE REACTIONS TO EACH OF THESE INTERVIEW ENVIRONMENTS. VTR COUNSELING CRITIQUE SESSIONS CONSISTED OF INDIVIDUAL CRITIQUES, SMALL GROUP CRITIQUES, AND LARGE GROUP CRITIQUES. AN INTERVIEW RATING FORM AND SUBJECTIVE EVALUATIONS OF THE THREE CRITIQUE METHODS PROVIDED THE DATA AND INFORMATION FOR DETERMINING THE MOST EFFECTIVE CRITIQUE SITUATIONS UTILIZING VTR. (WB)

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VIDEO TAPE RECORDINGS

IN

COUNSELING PRACTICUM

DR. E. GORDON POLING

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Title VII Project Number 1235
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Abstract

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Title VII Project No. 1235
Grant No. 7-51-0140-246

University of South Dakota
Dr. E. Gordon Poling

Purpose:

The purpose of this research was to investigate several methods of the video tape recording of counseling interviews and the use of these tapes in counseling practicum critique sessions. More specifically, this study was designed to attempt to answer the following:

1. In the video tape recording of counseling interviews in conjunction with a counseling practicum, is it more feasible to conduct the interviews in (a) a counseling cubicle equipped with a one-way vision screen, (b) a simulated counseling cubicle with cameras partially concealed, or (c) an open studio environment with no attempt to camouflage or conceal the cameras?
2. In critiquing video tape recorded counseling interviews, are maximum benefits derived from (a) individual critique sessions, (b) small group critique sessions, or (c) large group critique sessions?

Procedures:

Ten counselors were enrolled in a Counseling Practicum course for the 1964 eight week summer session at the University of South Dakota. Prior to enrollment each counselor was interviewed and given an explanation of the project and the concomitant increase in workload the research would necessitate.

Ten counselees were randomly selected from eighteen volunteer high school juniors who were attending an Honors Institute for academically talented students.

Each counselor conducted one video tape recorded counseling interview with the same counselee in each of the environmental settings, e.g. regular counseling cubicle equipped with one-way vision screen and concealed microphone, simulated counseling cubicle erected in the television studio, open studio interview setting arranged in a corner of the studio. The video tapes thus acquired were critiqued individually, in small groups of five and in a large group of ten.

A VTR Environmental Rating Scale developed specifically for the research project was independently completed by each counselor and counselee after the conclusion of each of the three counseling interviews. Analysis of variance was employed to determine statistically significant differences between mean ratings of counselors and counselees and between the three interview environments.

An Interview Rating Form was completed by each counselor after audio tape review and after video tape review. The practicum supervisors also rated each counselor's interview using the above mentioned form. Analysis of variance was used to test for statistically significant differences between counselor's audio, counselor's video, and supervisor's mean ratings in each of the three critique situations, e.g. individual, small group and large group.

Analysis of the data obtained from the VTR Environmental Rating Scale yielded statistically significant differences between counselor and counselee ratings of the three physical environments. In each of the interview settings counselors were more anxious and concerned than were the counselees as determined by the Scale. No statistically significant differences were observed between counselor-counselee ratings of the three interview environments, however, the data indicated that more positive reactions were obtained from open studio counseling using a pre-focused and unmanned television camera for video taping.

There were no statistically significant differences between mean interview ratings of counselor's audio, counselor's video and supervisors in individual, small group and large group critique sessions. The trend as evidenced in the data obtained from the Interview Rating Form indicated that counselor's video review ratings more closely paralleled supervisory ratings than did counselor's audio review ratings.

Evaluations of the project by counselors, counselees, counselor educators and television personnel warrant the following general conclusions:

1. When counseling was conducted in a professional manner, the physical environment (exclusive of people) had little effect upon the degree of effectiveness of the interview.

2. From a convenience and control standpoint, the video taping of interviews conducted in a regular counseling cubicle seemed to be the most desirable.

3. The fewer technicians and other personnel involved in any given interview, the greater were the chances for meaningful counseling sessions to occur.

4. In video tape recording counseling interviews for critique purposes the emphasis was not upon broadcast quality production but upon adequate operations to achieve counselor education goals.

5. Confidentiality must be assured in any counseling interview situation and constant support needed to be given to the counselors and counselees regarding this critical matter when video taping.

6. Video tapes of counseling interviews were effective in promoting counselor learnings in practicum activities.

7. Video tapes of counseling interviews presented many aspects of the interview to the counselors and supervisors that could not have been discerned through audio tape recordings.

8. Small group critique sessions of video taped interviews were preferrable to large group and/or individual critique sessions. However, at least one individual video critique session prior to small group sessions seems advisable.

9. In initial video tape critiques, the tendency was for counselors to focus upon the overt manifestations of behavior rather than the effect of the behavior on the process.

10. It did not appear feasible nor desirable to use either video or audio tape recordings exclusively in practicum experiences since each had distinct advantages and limitations.

ACKNOWLEDGEMENTS

The research reported herein was supported by a grant from the U. S. Department of Health, Education, and Welfare, Office of Education. In addition to the financial support from the agency named above, many people were involved in contributing to the development and successful completion of the project.

The following individuals and groups should be recognized as major contributors to the research. Dr. Earl J. Moore, Associate Professor, Morningside College served as Practicum Assistant and assisted the Director in many of the details of administering the project. Mr. Ernest E. Phelps, Production Director KUSD-TV and ITV Coordinator was the Facilities Director for the project and supervised the technical aspects of the video taping. Mr. James Prusha, Chief Engineer KUSD, KUSD-TV was responsible for all of the engineering aspects of the research. Dr. Garry Walz, Associate Professor of Education, The University of Michigan, served as a consultant for the program. The ten counselors and counselees who willingly participated in the research were of primary importance and without their cooperative and understanding attitude, the project would not have been feasible.

An additional acknowledgement should be extended to the Counselor Education staff at the University of South Dakota for their ideas and sage advice regarding the practicum program.

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CHAPTER I

INTRODUCTION

Audio tape recordings have been employed as a major instructional aid in counselor practicum for a number of years. Counselor candidates have been required to tape record interviews with counselees and to review the tapes in group and individual critique sessions with other students and practicum supervisors. One-way vision screens have also been utilized by practicum supervisors in evaluating counselor techniques while engaged in counseling interviews and in role-playing by the candidates in practicum and technique courses.

While audio tapes of counseling interviews are believed to have considerable merit in improving counselor effectiveness, much of the communication taking place in a counseling interview is of a non-verbal nature. This can be observed by supervisors through one-way vision screens, but it cannot be recorded by audio methods for use by the counselor and practicum supervisor in stimulating growth in counseling effectiveness.

The use of kineoscopic recordings and video tape recordings in counselor education programs adds another dimension to the methodology of research concerning the relationships inherent in the counseling process. Since the counseling practicum is universally recognized by counselor educators as the heart of any counselor education program, an improvement in this vital area should be invaluable in upgrading counselor competencies.

With closed circuit television facilities being made available in many counselor education institutions, and with the development of less expensive video taping equipment, the use of video tape recordings promises to be an important supplement to the audio tape methods currently employed in the majority of counselor education programs.

Video tape recordings provide an immediately available audio-visual recording on a tape which can be erased and used again after the original interview recording has served its purpose.

Since video taping of counseling interviews is a rather recent innovation, it becomes imperative that those institutions now possessing facilities and equipment capable of utilizing this media, conduct exploratory research in an attempt to determine the optimum approach.

Any research findings should be available to counselor educators throughout the nation prior to the development and widespread use of video tapes in counseling practicum experiences.

Little published research data is available pertaining to the use of video tape recordings in counselor education programs. Even less information has been published utilizing actual counseling interviews. To any counselor education institution contemplating the use of video tape recordings as a vital part of their program, certain questions pertaining to methods, equipment, facilities and utilization of the recordings are going to arise. The present investigation was designed to provide research evidence which might prove beneficial to those considering these questions.

Definition of Terms

VTR, for the purpose of this research, refers to video tape recordings of counseling interviews.

ATR, for the purpose of this research, refers to audio tape recordings of counseling interviews.

Critique, for the purpose of this research, refers to sessions involving the counselor(s) and practicum supervisors where tapes of interviews are analyzed and critically examined.

Counselor or Counselor Candidate, for the purpose of this research, refers to those people serving as counselors who were enrolled in a counseling practicum course.

Organization of the Remainder of the Study

Chapter II states the problem and presents an outline of the experimental investigation. The design, procedures, evaluation forms, method of analysis, personnel, equipment and facilities used in the research are explained and discussed.

Chapter III contains the statistical analysis and the subjective evaluations derived from the findings of this investigation. The interview environment used for the video taping and the various methods of critiquing the resulting video tapes are critically examined.

Chapter IV contains the summary and conclusions of environmental

and critique findings and general observations by those involved in the research project.

The Appendices contain copies of the evaluation forms used in the research, the responses to open ended questions answered by counselors and counselees, and photographs of the facilities and equipment used in the project.

CHAPTER II

DISCUSSION OF EXPERIMENTAL CONDITIONS

Statement of the Problem

The purpose of this research was to investigate several methods of the video tape recording of counseling interviews and the use of these tapes in counselor candidate critique sessions. More specifically, this study was designed to attempt to answer the following:

1. In video taping counseling interviews in conjunction with a counseling practicum, is it more feasible to conduct the interviews in (a) a counseling cubicle equipped with a one-way vision screen, (b) a simulated cubicle with cameras partially hidden or, (c) an open studio environment with no attempt to camouflage or conceal the cameras?

2. In critiquing video taped counseling interviews, are maximum benefits derived from (a) individual critique sessions, (b) small group critique sessions, or (c) large group critique sessions?

EXPERIMENTAL INVESTIGATION

Design

The 1964 Summer Session at the University of South Dakota was of eight weeks duration, beginning Wednesday, June 10 and terminating on Thursday, August 6. The research involved in this project was conducted during this period, thus permitting regularly enrolled graduate students the opportunity to participate in the investigation. A normal graduate course load is three courses with a maximum credit limit of nine semester hours during the summer session.

Ten counselors were enrolled in a three semester hour course entitled Ed. Psych. & Guidance 245, Counseling Practicum, for the Summer Session. In addition to audio tape recording a minimum of six counseling interviews, each counselor was required to conduct three twenty-minute counseling interviews which were recorded on video tape. The first of these three interviews was conducted in a regular counseling cubicle and was video taped through the one-way vision screen. The second interview was conducted in a simulated

counseling cubicle erected in the television studio, with cameras partially concealed. The third and final VTR interview in the series was conducted in the television studio with no attempt to camouflage or conceal the television camera and equipment. Audio tape recordings were made of each of these interviews in addition to the VTR.

Video taped interviews were conducted at two week intervals with each counselor progressing through the sequence of three as presented above. Each counselor remained with the same counselee throughout the series of VTR interviews and had no counseling contact with the counselee except during the VTR. The interviews were unstructured with no coaching of the counselees. Both the counselor and counselee were aware of the process occurring, having been briefed at each stage of the project.

The resulting VTR's of counseling interviews, three involving each counselor with one in each of the environmental settings, were utilized in three separate counseling critique sessions. The VTR of the cubicle counseling was reviewed in an individual critique session by the counselor and practicum supervisors via closed circuit television. The VTR of the simulated cubicle counseling interview was analyzed by the counselor and practicum supervisors in a small group critique session involving four other class members. The small groups, therefore, were composed of the practicum supervisors and five counselor candidates, one of whom had conducted the VTR interview. The third VTR of counseling in an open studio setting, was viewed and analyzed for each counselor by the practicum supervisors with all ten counselors participating in the critique process.

Procedures

At the conclusion of each twenty-minute VTR counseling session, the counselor and counselee were required to complete the VTR Environmental Rating Scale. A copy of this instrument appears in Appendix A. The scale is a self-administering questionnaire and uniform general directions were given to all respondents. A total of fifteen characteristics were involved in the scale, each rated on a maximum five-point basis. The higher the total rating for any given respondent, the less threatening the individual viewed the VTR environmental experience as measured by this scale. A score of 75 points was possible which would indicate a very positive attitude toward the previous VTR environment. The data obtained from these ratings provided the basis for statistical analysis of the environmental aspects of the research.

In addition to these fifteen rating concepts, five subjective answers were also elicited for each of the interview participants. (See Appendices C through G)

To obtain quantitative data for statistical treatment of the three critique situations, each counselor observed the following procedure for the three VTR critiques, e.g. individual, small group, and large group. Prior to each formal critique, the counselor was required to listen to the audio recording of the counseling interview and to complete the Interview Rating Form. A copy of this form appears in Appendix B. At the time of the counselor's VTR critique, this rating of the interview from audio review was submitted to the practicum supervisor. During the VTR critique, and prior to any discussion of the counseling session by the supervisor, both the counselor and practicum supervisor independently completed the Interview Rating Form. A total of eleven major interview criteria are rated on a maximum five point scale. A maximum score would be 55 points. The data thus obtained, thirty audio ratings by the counselors, thirty VTR ratings by the counselors, and thirty supervisory ratings, provided the basis for the statistical analyses of the critique situations involved in this research.

Subjective evaluations of the three types of VTR critiques were also required of each of the ten counselors after the conclusion of the final VTR critique session.

Evaluation Forms

The two evaluation scales mentioned above and appearing in the Appendices, were developed specifically for the purpose of evaluating the two major aspects of this research. Time did not permit any standardization of this instrument and consequently no validity or reliability data are available.

The VTR Environmental Rating Scale is an attempt to determine the counselee/counselor perception of the effect of the physical environment upon the counseling interview. From an original list of approximately 35 concepts pertaining to interview environment and the effect of this physical environment upon the individual and the interview, the counselor education staff at the University of South Dakota subjectively determined that the following 15 concepts should appear in the Scale.

1. Pre-interview Anxiety.
2. Beginning The Interview.
3. Physical Distractions.
4. Disruptions.
5. Rapport.
6. Appearance.
7. Privacy.
8. Focal Point.
9. Environmental Alarm.
10. Ability To Feel At Ease.
11. Adaptiveness.
12. Emotional Freedom.
13. Involvement.
14. Authenticity.
15. General Rating.

In addition to the above ratings, five subjective evaluations were available for each respondent. No attempt was made to require each individual to respond to all of these questions. A mean time for completing the VTR Environmental Rating Scale was about fifteen to twenty minutes.

The Interview Rating Form is an adaptation of the regular rating scale used in counseling practicum critiques by the counselor education staff at the University of South Dakota. It was redesigned and modified to be applicable to critiquing VTR as well as ATR, and appears to reflect those criteria the staff feels are important in counseling interviews.

The following eleven major criteria comprise the Form.

1. Opening.
2. Rapport.
3. Interview Responsibility.
4. Interaction.
5. Acceptance/Permissiveness.
6. Reflection of Feelings.
7. Counselor Responses.
8. Value Management.
9. Counseling Relationship.
10. Closing.
11. General Techniques.

Counselors were oriented in the use of the form prior to the critique sessions and were informed that their grade in the course would not be dependent upon their ratings of the interview. Supervisory ratings and observations were used for final evaluations of each individual in the practicum.

Method of Analysis

It was determined that analysis of variance--multiple classification, was the most appropriate statistical technique to be employed in the testing of the hypotheses in this research. When the resulting "F" values were large enough to be statistically significant at the 5 per cent level of confidence, analysis of variance--single classification was applied to determine which variables were contributing to multiple classification significance. Data collected from the VTR Environmental Rating Scale and from the Interview Rating Form were examined by the Director of the research and his assistant as well as by other members of the counselor education staff at the University of South Dakota.

Personnel

The ten counselor candidates enrolled in the Counseling Practicum were interviewed individually prior to their registration for the course. During this interview, an explanation of the procedures involved in the research were explained, questions were answered and each counselor determined for himself whether or not he wished to participate in the project. The counselors thus selected included two women and eight men. None of the counselors had previously had a course in counseling practicum but all possessed a good background in counseling and were either candidates for the Master's degree or taking post-Master's work in counseling and guidance.

The ten counselees participating in the VTR research were volunteers from a group of academically talented high school juniors who were on campus for the summer as enrollees in a National Science Foundation Honors Institute. The total group of these high school students consisted of thirty individuals selected from a large number of applicants. The Director of the research explained to this group the procedures involved, the services to be provided, the time schedules to be maintained, and the process to be followed. At the conclusion of these explanatory remarks, eighteen of the thirty enrollees volunteered for VTR interviews. From these eighteen volunteers, ten were

randomly selected for VTR participation. The remainder of the group participated in ATR interviews.

The counselor educators involved in the research included the Director and a practicum assistant. Both of these individuals were experienced in directing counseling practicum activities and had done experimental work with VTR counseling interviews.

Dr. Garry Walz, counselor educator from the University of Michigan, served as a consultant for three days during the research period. In addition to these three days on campus, considerable correspondence prior to his arrival proved to be of great assistance in conducting the investigation. His experience with VTR and his knowledge of the technical aspects of this media proved to be very valuable for both the VTR counseling sessions and the VTR critiques.

The Facilities Director for the project was the production director of KUSD-TV, the University of South Dakota educational television station. Also involved were a facilities assistant, three cameramen, two engineers, and several student production assistants.

Facilities and Equipment

The VTR of the counseling session conducted in a counseling cubicle was completed in the School of Education building. The cubicle utilized for these tapings was approximately 10' by 14' and was equipped with a 7' by 2 1/2' one-way vision screen. Audio pick-up for the VTR was from the concealed microphone located in the ceiling of the cubicle. Furnishings consisted of a small desk, two chairs and a small table.

An Image Orthicon camera chain was positioned outside the one-way vision screen and the audio and video were recorded on the Ampex VR1001A video tape recorder located in the television facilities. A direct line between the School of Education building and the television studio, located about 500' away, provided transmission capabilities.

For the second series of VTR interviews, a simulated counseling cubicle was constructed in the KUSD-TV studio. Masonite paneling and draperies were used to form the 8' by 8' structure. Furnishings included a small desk and two chairs.

An overhead microphone was used to pick up the audio portion of

the recording. Two Image Orthicon cameras were strategically placed outside the cubicle and remained stationary throughout the interview. The angle of the cameras was not changed but each of the two cameramen made several lense changes during the course of the interview. One of the cameras was focused primarily upon the counselee and the other was focused upon the counselor. Wide-angle shots permitted viewing both interview participants when desired. Again the Ampex Quadriplex video tape recorder was used for the VTR. Selection of the image to be recorded was made from the television control booth with the research and facilities Directors determining which views were the best for recording. The audio panel was manned by student production assistants. Additional lighting, consisting of several overhead floodlights, was used to increase the quality of the picture.

The open studio counseling was the last phase of the environmental aspects of the VTR research. A Vidicon camera was pre-focused and the tripod was locked in place. The audio level was pre-checked and permanently set. These procedures permitted the elimination of all cameramen and student assistants controlling the audio levels. The control booth windows to the studio were covered to eliminate a direct view of either the counselor or counselee. A table microphone was utilized for the sound and the entire counseling set was arranged in one corner of the studio. All of the regular television studio equipment (e.g. cameras, props, sets, etc.) was visible, but there were no personnel in the room except the counselor and counselee. The control panel in the control booth was manned by the Director of the research and the practicum assistant, both of whom were counselor educators. The Ampex VR1001A was operated by the television station chief engineer. No other personnel were involved in the actual VTR process for these series of interviews. Photographs of the facilities and equipment utilized in the research appear in Appendix H.

All of the VTR critique sessions (individual, small group, and large group) were conducted in the carpeted observation room of the School of Education counseling suite. Although the television studios were not air conditioned, the counseling cubicle counseling and the critiques were conducted in air conditioned facilities. A direct line feeding into a specially modified television receiver, provided the means for viewing the VTRs. In this manner, no other set in the University closed circuit network, could view the VTR counseling sessions as they were played back for critiquing. The Ampex VR1001A fed the image directly to the receiver from the television studio.

One engineer operated the VTR playback for all of the thirty critique sessions. Each of the critique sessions was conducted according to a pre-arranged schedule. Due to time limitations and expense involved with the video tape recorder, it was impossible to stop and review a section of a VTR once it had begun.

Individual and small group critiques were permitted one hour for the critique of each tape. The large group critique sessions were required to critique two of the twenty-minute VTRs in a one hour period.

CHAPTER III

RESULTS OF THE RESEARCH

As previously stated, this investigation was concerned with two major aspects of video tape recording counseling interviews. The first concern of this research was to attempt to evaluate the effects of the physical environment upon the counselor and counselee and the resulting counseling interview.

The second major concern of the study was to determine the most feasible means of utilizing video tape recordings in counseling practicum critique sessions.

The results of the research are presented in this chapter in the above order.

VTR INTERVIEW ENVIRONMENTS: CUBICLE, SIMULATED CUBICLE, OPEN STUDIO

Statistical Analysis

The first null hypothesis to be tested may be stated as follows: there is no greater difference in VTR environmental rating means after counseling interviews conducted in a counseling cubicle, a simulated counseling cubicle and an open studio setting, than might be due to chance errors in sampling.

Table I presents analysis of variance, multiple classification data for VTR interview environment ratings by counselors and counselees. An "F" value of 6.76 for interview environment indicates that rating responses were significantly different at the 1% level of confidence for the three VTR counseling environments. The first null hypothesis, as stated above, was rejected.

Analysis of variance, single classification was then employed to determine which comparisons of interview environment ratings were significantly different.

Table II contains data derived from counselor ratings of the three interview environments. While there were slight differences in mean ratings by the counselors conducting the interviews in the three physical settings, these differences did not yield "F" values which

TABLE I

ANALYSIS OF VARIANCE OF VTR ENVIRONMENT RATINGS

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square
Counselor/Counselee	1	39.69	39.69
VTR Environment	2	6.77	3.38
Interaction	2	2.53	1.26
Within	894	446.01	.50
Total	899	495.00	

For Counselor/Counselee $F_{1,894} = \frac{39.69}{.50} = 79.38^{**}$

For Environment $F_{2,894} = \frac{3.38}{.50} = 6.76^{**}$

For Interaction $F_{2,894} = \frac{1.26}{.50} = 2.52$

**Significant at the 1% level.

TABLE II

COUNSELOR VTR ENVIRONMENTAL RATINGS

Interview Environment	Counselor Mean Ratings	Difference in Mean Ratings	F Values Observed
Counseling Cubicle (CC)	60.7	CC/SC .7	.10
Simulated Cubicle (SC)	60.0	CC/OS 1.7	.49
Open Studio (OS)	62.4	SC/OS 2.4	1.24

TABLE III

COUNSELEE VTR ENVIRONMENTAL RATINGS

Interview Environment	Counselee Mean Ratings	Difference in Mean Ratings	F Values Observed
Counseling Cubicle (CC)	64.8	CC/SC 3.0	5.36*
Simulated Cubicle (SC)	67.8	CC/OS 4.6	10.82**
Open Studio (OS)	69.4	SC/OS 1.6	1.04

**Significant at the 1% level.
*Significant at the 5% level.

were statistically significant. It may be assumed, therefore, that any differences in counselor perception of the VTR interview environments as measured by the VTR Environmental Rating Scale could have been a function of sampling errors.

Since the analysis of variance, multiple classification, yielded statistically significant differences in mean ratings for interview environments, and since counselor mean responses to the Scale did not yield statistically significant differences, it could be hypothesized that counselee mean VTR environmental ratings differed significantly.

An examination of Table III shows that counselee mean ratings differed significantly in two of the three comparisons. Counselee differences in mean ratings between the counseling cubicle and the open studio environment were significant at the 1% level of confidence. This difference favored the open studio environment and indicates a more accepting and less threatening view when compared with the counseling cubicle environment. A mean difference of 3.0 between the counseling cubicle and simulated cubicle environments was statistically significant at the 5% level of confidence. Again, this difference favoring the simulated cubicle indicated that of the three environmental settings for VTR interviews, counselees appeared to attach more negative feelings to the counseling cubicle environment than either of the other two settings.

The second null hypothesis to be considered was: there is no greater difference between counselor/counselee VTR environmental ratings than might be due to sampling errors.

Referring to Table I, an observed "F" value of 79.38 proved to be highly significant when counselor/counselee responses were compared. The second null hypothesis, stated above, was therefore rejected. Differences between mean VTR environmental ratings of counselors and counselees were much greater than could be attributed to chance errors in sampling.

Comparisons of mean VTR ratings of counselors and counselees are presented in Table IV. In each of the three environments, the counselee responses indicated they had fewer negative feelings about the physical environment than did the counselors. Two of the mean differences were found to differ significantly at the 1% level and the remaining difference proved to be statistically significant at the 5% level of confidence. Differences between counselor and counselee

TABLE IV

COUNSELOR/COUNSELEE VTR ENVIRONMENTAL RATINGS

Interview Environment	Mean Ratings		Difference in Mean Ratings	F Values Observed
	Counselor	Counselee		
Counseling Cubicle (CC)	60.7	64.8	4.1	4.76*
Simulated Cubicle (SC)	60.0	67.8	7.8	21.59**
Open Studio (OS)	62.4	69.4	7.0	11.46**

**Significant at the 1% level.

*Significant at the 5% level.

VTR environment responses based upon the VTR Environmental Rating Scale, were too large to be considered a function of sampling technique.

Subjective Evaluations

The VTR Environmental Rating Scale appearing in Appendix A included five questions of a general nature that were not considered in the statistical analysis of counselor/counselee VTR environmental ratings.

Verbatim responses to these five questions appear in Appendices C, D, E, F, and G. While the respondents were not required to answer each question, a majority of the questions were answered by most of the counselors and counselees.

Responses to Question #1, "In what way, if any, did the physical setting influence the preceding interview?" provided some valuable observations regarding counselor-counselee perception of the three interview environments. These responses are presented in Appendix C.

In the counseling cubicle VTR interview, counselors sensed more negative influences than did the counselees, with nearly all of the counselors attaching some significance to the knowledge that a VTR was being made. Few of the counselees expressed a detrimental attitude to the knowledge that a VTR was in process.

The simulated cubicle interview provided more physical perceptions upon which to focus. The majority of counselors and counselees were aware of the increased lighting, the changing of the camera lenses (although the cameras were quite concealed) and the heat generated by the lights.

Responses for the open studio interview were generally more positive than either of the other two settings. The primary distractors seemed to be the presence of many unfamiliar objects, e.g. other cameras, props, scenery, etc., which were interesting and different.

Based upon counselor/counselee responses to Question #1, it appears that the open studio environment provided the best atmosphere for VTR counseling interviews.

Question #2, "What is your opinion of the physical setting of the

interview in which you have just participated?", elicited responses appearing in Appendix D.

An examination of these responses indicated a positive acceptance of the counseling cubicle environment by both the counselors and the counselees. Most respondents viewed the counseling cubicle as natural, comfortable, and adequate.

The simulated cubicle interview elicited positive comments attesting to the authenticity of the setting but negative reactions were produced by the heat from lighting, the closeness of the cameras, and the distraction caused by lense changes on the cameras.

In the open studio environment, with one exception, all responses could be judged as positive. For the counselors, the absence of cameramen and other technicians seemed to be the greatest single improvement over previous interview settings. This privacy seemed to be of predominant concern to the counselors and the wide expanse of a large room had little adverse effect as perceived by them. Counselee comments were generally favorable toward this environment also.

Question #3, "Describe any feelings or emotions you believe were the direct result of the physical facilities in the preceding interview:", resulted in responses listed in Appendix E.

Most of the anxieties were believed to have been the result of knowing that the interview was being recorded on video tape and the presence of technical and engineering personnel operating the equipment. In each of the three interview environments it would appear from these responses that the statistical analysis is reliable, as counselors were more concerned and anxious than counselees.

The responses to Question #4, "Briefly list any negative or positive aspects of the interview just completed.", are presented in Appendix F.

For the counseling cubicle interview, no negative reactions were expressed by either the counselors or counselees regarding the physical environment. In the simulated cubicle environment, while the structure of the booth seemed to be adequate and acceptable, the increased lighting, the lack of air-conditioning, the closeness of cameras and the presence of others all seemed to be detracting from

an effective and desirable counseling setting. It appears once more from examining the open studio setting responses, that the absence of technicians seemed to afford a feeling of privacy even in a large room and even though a VTR was in progress.

Question #5 asked for "Any additional comments pertinent to the preceding interview.", and the responses obtained are given in Appendix G.

Little additional information could be gleaned from these responses. There were differences of opinion expressed by counselors and by counselees which seemed to be positively correlated to the authenticity, success, and productivity of the interview. This would tend to indicate that negative aspects of an interview environment can be relegated to secondary importance when a meaningful interview transpires.

Technical Evaluations

A general evaluation of the technical aspects of the VTR project has been directed into the following three major areas: (a) General quality of the video tape recordings, (b) Lighting requirements for acceptable picture, and (c) Audio aspects of the video tape recordings. The Facilities Director has provided the information presented in the following evaluation.

General Quality. The professional television staff used the minimum requirements for broadcasting of video tapes as the standard for technical acceptance. In general, the quality of the recordings was acceptable for both broadcast and classroom playback. Both the counselor educators and the technical personnel felt that while superior technical quality did enhance the playback for critiques, it was not the essential consideration for this use.

Lighting. For the VTR interview conducted in the counseling cubicle located in the School of Education, only available light was used. This source of light consisted of flourescent fixtures which were a part of the permanent fixtures of the room. The Image Orthicon camera was directed through the one-way vision screen normally used for observation purposes. Although the light level was minimal, it was totally acceptable for the purpose of the VTR. It was necessary to black out the observation room, where the camera was located, to reduce reflection in the one-way vision screen which would have been picked up by the camera picture.

For the simulated cubicle series of VTR interviews, standard studio lighting techniques were employed. The two Image Orthicon cameras used in this series were able to operate at optimal efficiency. The increased lighting did, however, prove to be exceedingly warm and a detracting factor for those involved in the interview. However, this lighting was found to produce the best quality picture from a technical standpoint.

The open studio VTR interviews utilized available studio lighting, which was acceptable to the engineering requirements and the counselor educators as well. This situation proved to be the most easily controlled. A Vidicon camera was utilized and after the controls were set, there was no additional technical assistance necessary.

Audio. The following methods were employed for the source of sound recorded on the video tapes.

The source of sound for the counseling cubicle VTR interview was the microphone located in the ceiling of the cubicle and normally used for observation purposes. The quality was acceptable, but the gain at which the microphone had to be operated, pointed out the background noise level and would be minimally acceptable. A tighter control of extraneous noises would be necessary if this form of VTR were to be used for continuing sessions.

In the simulated cubicle VTR environment, the audio quality was much improved by the use of a studio microphone suspended over the counseling participants. The major weakness of this arrangement was that if either participant moved from the general area of the microphone, the audio level became very weak and necessitated audio control monitoring.

In the third series of VTR interviews, the open studio environment, a desk microphone was placed on the desk between the interview participants. The audio quality was superior to the previous sessions, and the presence of the microphone did not seem to be a disturbing factor since a small microphone for an audio tape recording was already located in full view of both the counselor and counselee. For future VTRs of counseling interviews, this method for obtaining sound would be recommended.

The Facilities Director reported that the techniques of television production were in most instances applicable to this form of video

taping. Good audio practice with the studio microphones proved to be best from a technical standpoint. Although studio lighting provided an unnatural setting in which to conduct a counseling interview, it did present the best quality of video tape recordings.

As a final statement regarding the technical aspects of the research project, it would seem pertinent to point out the necessity for cooperation and rapport between the counselor educators and television production personnel. Although there were certain technical requirements which set definite limits, a frank approach to the needs of those involved in the project, provided a flexibility and understanding between the two University departments necessary for the successful completion of the project.

VTR CRITIQUES:

INDIVIDUAL, SMALL GROUP, LARGE GROUP

Statistical Analysis

The null hypothesis for evaluating critique situations may be stated as follows: there is no greater difference between counselor's ATR ratings, counselor's VTR ratings and supervisory ratings of counseling interviews resulting from individual, small group, and large group critiques, than might be attributable to chance errors in sampling.

The data for this analysis was obtained from the completion of the Interview Rating Form (see Appendix B), by counselors and supervisors.

Table V presents analysis of variance, multiple classification, data for the VTR interview ratings. None of the "F" values derived from this analysis proved to be statistically significant and therefore, it was not possible to refute the null hypothesis.

An examination of the mean ratings of the interviews is possible from data presented in Table VI. Although the analysis of variance technique did not show any of the differences in means to be statistically significant, trends can be observed. In each of the critique situations, the counselors' mean interview rating after VTR critique, was lower than the rating derived from ATR review for the same interview. Furthermore, the counselors' VTR interview ratings more closely resembled the supervisor's ratings than did the ATR ratings.

Little statistical evidence is presented in the data that would lead to any conclusions regarding the most appropriate critique situation for analyzing VTRs of counseling interviews.

Subjective Evaluations

Prior to the conclusion of the research project each of the ten counselor candidates were asked for subjective evaluations of the practicum experiences.

When asked what aspects of the counseling practicum were of

TABLE V

ANALYSIS OF VARIANCE OF VTR CRITIQUE DATA

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square
Critique Situation (Individual, Small Group, Large Group)	2	158.5	79.3
Interview Rater (Counselor, Supervisor)	2	126.7	63.4
Interaction	4	21.8	5.5
Within	81	5596.6	69.1
Total	89	5903.6	

For Critique Situation $F_{2,81} = \frac{79.3}{69.1} = 1.15$

For Interview Rater $F_{2,81} = \frac{63.4}{69.1} = .92$

For Interaction $F_{4,81} = \frac{5.5}{69.1} = .08$

TABLE VI

MEAN INTERVIEW RATINGS OF ATR/VTR CRITIQUES

Critique Situations	Mean Interview Ratings		
	Counselor ATR	Counselor VTR	Supervisor
Individual Critiques	33.3	30.8	31.1
Small Group Critiques	36.4	34.3	32.4
Large Group Critiques	36.1	33.7	34.3

the most benefit to them, the following ver batim responses were recorded.

"I thought that the experience of watching yourself counsel on video was of great value, as that is probably as close as any of us will come to seeing ourselves as others see us. One suddenly becomes aware of his own mannerisms, perhaps even affectations, which one could conceivably keep on repeating the rest of his life if it had not been brought so clearly to one's own awareness."

"Probably the most beneficial to me was the opportunity to see myself on the video tape. I learned much about the mannerisms and expressions that I have, which might be misleading or even aggravating to the counselee. By knowing what to do, I was able to correct or eliminate some of these."

"On the video tape it was easy to see the reaction of the client, especially I could see by expressions when silences should not have been broken, etc. One could experience the emotional climate of the counseling sessions as pointed out in the critiques."

"The video taping sessions were, I believe, of the greatest single benefit to me. I feel I know myself much better as a result of seeing my entire personality react in a counseling situation. The counseling relationship involves so much more than just the spoken word."

A second portion of this subjective evaluation requested the counselors to evaluate and compare ATR and VTR in the practicum activities. The responses elicited by this inquiry are presented in the following.

"It was an interesting and educational experience for me to see and hear the counselors and counselees on video tape. It was of great benefit to be able to see the actions of both participants besides hearing what was happening in the counseling session. I believe that this type of thing is very beneficial for counselor growth."

"Certainly the more senses upon which new learning bombards, the deeper and longer is the retention. Thus, during the

video tape playback one can both see and hear what has taken place. Since communication involves total counselor/client interaction, audio tapes are missing much of this."

"The video tape had some aspects of worth which could not be found in the audio. I felt that even in the short video tapes there seemed to be enough supportive evidence to warrant further use."

"In comparing the video and audio tape critiquing, I felt I gained more from the latter. I didn't regard my video taping interviews as a natural situation, and therefore I didn't look upon the critiquing of it as realistic either."

"The critique of the video tape had these advantages: (a) The counselor being critiqued could observe his own mannerisms, style, etc., and be better able to objectively see whether these could possible be threatening to or distracting to the counselee. (b) The counselor, instructor and class members could observe the counselee to see how he physically was responding or reacting to the counselor's reflections and inferences. (c) The instructor and the group participating in the critique can do a much more discerning job of evaluating the counselor's effectiveness when they can see the counselor and counselee in action. Audio tapes have only one advantage over video tapes and that is the over all cost."

"I feel that in terms of the person on tape there is not enough additional benefit to warrant the expense of video taping. I think video tapes may be valuable for instructional and research purposes and on this basis feel that the use of video tape is beneficial. A portion of my feeling is probably do to my conservatism, and that if new inexpensive video tape recorders are developed they will add a lot to the practicum experience."

"I was impressed at the things the video picked up that could not be observed in the audio. It was most revealing and informative to be able to <u>see</u> myself and others in various counseling sessions and I might add, a much quicker learning session."

"It seems very apparent to me that a great deal was added by the video critique experience, much more than from the audio experiences. The critiques were so much more real, vivid and interesting

than the audio."

"The video tape does everything the audio tape does plus record such important aspects as non-verbal clues, facial expressions, nervous mannerisms, etc. It is a good experience in not only hearing what your voice sounds like in the counseling interview, but also seeing what you look like."

"I feel that I probably benefitted more from the critiquing of the audios than the videos because we had more of them and more time to critique them. I do feel that the video tapes are important enough to spend much more time in critiquing sessions."

As inspection of the above responses indicates that seven of the ten counselors felt that the VTRs had a definite advantage over the ATRs. Two of the counselors gave VTR interviews their qualified support and one of the group felt that the audio tapes were superior to the video tape recordings.

The following reactions were obtained by asking each counselor to compare individual, small group, and large group VTR critique sessions.

"Small group critiques seemed to be the most valuable of the critiquing sessions."

"*Small group and individual critiques seemed to be most beneficial* to me."

"The small group critique is even more effective than the individual critique and probably the most effective of the three types of critiques."

"I would rank the critiques in the order--small group, individual, and large group, respectively."

"I liked the three methods of video critiquing in the order in which they were presented and would not suggest that one of the methods be adopted for continued use at the expense of the other two. I would definitely say that the controlled method of proceeding from individual critiques through small group critiques to large group critiques not only prepares the

individual counselor to be able to benefit more but allows more minds to participate and thus opens up more avenues of thought plus bringing assorted experiences into play to increase the learning potential."

"I believe the individual critiques were of more value to me in that I felt the atmosphere was more non-threatening. The small groups were very beneficial too, perhaps in that the individual was able to learn from other group members."

"For me the most valuable situation for the critiquing was the small group."

"The small group video critique session proved to be the most profitable session of the three different video critique methods."

"The small group method of critiquing seemed to have the most benefit for me and in my way of viewing counselor growth."

"I feel that the small group critique was of greater value than the individual or large group critique sessions."

From the preceding comments it appears quite evident that the majority of the practicum enrollees preferred the small group critique sessions. None expressed a preference for the large group viewings, however several thought individual sessions, particularly at the beginning of the course, were quite valuable.

CHAPTER IV

SUMMARY AND CONCLUSIONS

This study was conducted to determine the most effective and realistic environmental setting for video tape recording counseling interviews and to evaluate the subsequent use of the video tape recordings in several critique situations with counselor candidates enrolled in a counseling practicum course.

VTR counseling sessions were conducted in a regular counseling cubicle, in a simulated counseling cubicle, and in an open studio setting. A VTR Environmental Rating Scale was used to assess counselor/counselee reactions to each of these interview environments.

VTR counseling critique sessions consisted of individual critiques, small group critiques, and large group critiques. An Interview Rating Form and subjective evaluations of the three critique methods provided the data and information for determining the most effective critique situations utilizing VTR.

VTR ENVIRONMENTAL CONCLUSIONS

The following generalizations, pertinent to interview environment for video tape recording counseling sessions, based upon the evidence obtained through this investigation, seem appropriate. The implications of these conclusions should be confined to the design of the research and the limitations imposed by definition and selection should be observed.

1. It is believed that counselor/counselee experience in working with VTR significantly affected the results of this study. The more experience for counselors and counselees, the less the threat involved in the process.

2. Counselors are much more anxious and concerned about VTRs of counseling interviews than are counselees and therefore are more threatened by the interview environment.

3. When counseling is conducted in a professional manner, the physical environment (exclusive of people) has little effect upon the degree of success of the interview.

4. From a convenience and control standpoint, VTRs of counseling interviews conducted in the counseling cubicle equipped with one-way vision screen, appears to be the most feasible of the three environments investigated.

5. The optimum conditions for taping occurred when a stationary pre-focused camera was used and when the counselor educators were responsible for the audio and control panel operations.

6. Confidentiality must be assured in any counseling interview situation and constant support needs to be given to the counselors and counselees regarding this critical area.

7. Counselors, counselees, and technical personnel must be thoroughly familiar with the process involved in VTR counseling interviews. The greater the understanding of the process, the less the anxiety and threat perceived.

8. The fewer technicians and television personnel involved in any given interview, the greater the chances for meaningful counseling sessions to occur.

9. When utilizing television personnel and equipment for VTR, scheduling of counseling sessions becomes quite critical for smooth and efficient operations.

10. If personnel other than counselor educators are involved in the VTR process, liason, communication and rapport are of the utmost importance. Each must understand the other's responsibilities and concerns for developing optimum operational procedures.

11. In the VTR of counseling sessions to be used strictly for critique purposes, the emphasis must not be upon superb quality production but upon adequate operations to achieve counselor education goals. It is advisable to sacrifice diverse camera angles, increased lighting intensity and moveable equipment in order to achieve realistic counseling sessions.

VTR CRITIQUE CONCLUSIONS

The following conclusions and recommendations regarding the

critiquing of VTR counseling interviews, based upon the evidence obtained and observation of those involved in the research, seem appropriate.

1. VTRs of counseling interviews are very valuable for counselor learnings in practicum activities.

2. VTRs of counseling interviews present many aspects of the interview to the counselors and supervisors that cannot be discerned through audio tape recordings.

3. Small group critique sessions of VTR counseling sessions are preferrable to large group and/or individual critique sessions. However, it would seem advisable to conduct at least one individual VTR critique session prior to the small group sessions.

4. It would be very desirable to conduct the playbacks of VTR counseling interviews with a physical arrangement that could provide for stopping, starting, and re-viewing certain aspects of the interview. A portable video tape recorder could accomplish this with relative ease.

5. This investigation would seem to support a practice of requiring the counselors to review the audio tape of a counseling session prior to a VTR critique of the same counseling session.

6. Although results were not statistically significant, this investigation indicates that counselor perception of a counseling interview based upon VTR review, more closely resembles supervisory ratings of the interview than when ratings are based upon ATRs.

7. The tendency of counselors to over rate their interviews based upon ATRs, seemed to be evident in this research. VTR critique ratings by counselors tended to be more realistic.

8. Until counselors have had some VTR critique experience, the tendency is for them to focus upon the overt manifestations of behavior rather than the effect of the behavior on the process.

9. When utilizing VTRs in a counseling practicum, counselors

and counselees should be afforded the same prerogatives of selection and confidentiality that would exist when ATR methods are used.

10. It does not appear feasible nor desirable to use either VTR or ATR exclusively in practicum experiences. Both have their distinct advantages and limitations.

GENERAL OBSERVATIONS

Although no statistical evidence was obtained to support the following general observations, counselor educators considering the use of VTR as an integral part of their program should be aware of the following factors which might influence the use of VTRs of counseling sessions.

1. Experience has shown that many counselor candidates have some fears or anxieties when audio tape recordings are first introduced in their counseling interviews. VTRs of counseling interviews seem to produce a greater degree of anxiety and in a much more threatening manner. For some of the counselors involved in this research, the first VTR counseling session and the resulting critique became almost a traumatic experience. Defenses were quite high and some hostility and resistance was evident for the first critiques. With VTR experience however, most of the counselors involved in the project were able to focus the interviews on the counselee and developed an ability to critically evaluate the process in critique sessions.

2. The major problem encountered in this research project was in the area of maintaining confidentiality. The greater the number of personnel necessary to VTR a counseling session and provide the playback, the more difficult it becomes to assure to client and counselor that a high degree of confidentiality exists.

3. Although it did not become a problem in this research project, one could anticipate some conflicts with television personnel if the technical and production quality becomes more important than counselor education goals of authenticity and realistic interviews. When used primarily for counselor growth through critiques, the VTRs need not be of broadcast quality

to be beneficial. The television camera is more sensitive than the human eye and therefore can provide, with relative ease, a better image than an observer could percieve when viewing a live interview through a one-way vision screen.

4. It seems to be more time consuming to critique a VTR counseling session than an ATR session. Many more avenues are open for productive discussion through the use of VTR and consequently it becomes difficult to adequately cover a VTR in a one-hour critique session. Most of the VTR interviews conducted as a part of this research project, could very easily have been the focus of at least two one-hour critique sessions.

5. Even though the incorporation of VTR in a counselor education program poses some financial and technical problems, it is believed that the contribution of this media is well worth the attempt to surmount these obstacles. The use of video presentations for counselor education has great potentialities and can add much to counseling practicum experiences.

6. Much more research needs to be undertaken in video tape recordings and counseling interviews. Possibilities for further investigation include the following.

   a. Use control and experimental groups.
   b. Proceed through the environments on an alternating basis.
   c. Develop more appropriate instruments to provide statistical evidence.
   d. Study which types of counselors are more receptive to VTR learnings.
   e. Investigate the use of VTRs in other than critique experiences.
   f. Study the effects of VTRs upon counselor behavior.
   g. Study the possibilities for counselee growth through viewing VTRs of a counseling session.
   h. Investigate the avenues for evaluation through first and last VTR examination.

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APPENDICES

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APPENDIX A

VTR ENVIRONMENTAL RATING SCALE

University of South Dakota
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EGP-245-SS64-IV

VTR ENVIRONMENTAL RATING SCALE

Counselor Identification _____ Date _____
(Month, Day, Year)

Counselee Identification _____ Scale Completed by
_____
(Counselor or Counselee)

Video-Tape Identification: Cub. VTR# ___; Simulated Cub. VTR# ___;
Studio VTR# ___

Directions: In completing this form, please keep in mind that any evaluation of the counseling interview you have just completed should be based upon your best judgement of the Environmental or Physical setting of the interview. At this time, you should be concerned with only those physical or mechanical aspects of the interview which you feel might have had some effect upon the counseling session. Think very carefully before completing each of the following. Circle the letter denoting the most appropriate response.

1. Pre-interview Anxiety: Which of the following best describes how you felt prior to participating in a video-taped counseling interview in the preceding environmental setting?
   a. Not at all anxious.
   b. Somewhat anxious and concerned.
   c. Quite anxious and nervous.
   d. Very anxious and nervous.
   e. Extremely nervous, anxious, and upset.

2. Beginning The Interview: Considering only the physical setting of the interview, which of the following seems to best describe the starting of the session?
   a. No difficulty in beginning the interview.
   b. Some, but very little difficulty.
   c. About the normal amount of difficulty.
   d. Considerable difficulty.
   e. Very difficult to begin the interview.

VTR ENVIRONMENTAL RATING SCALE
(CONTINUED) PAGE 2

3. Physical Distractions: Which of the following seems best to describe the presence or lack of interview distractions?
   a. There were no distractions.
   b. There were very few distractions.
   c. There were several distractions.
   d. There were many distractions.
   e. There were so many distractions as to be very disruptive in the interview.

4. Disruptions: Which of the following best describes either the presence or lack of disruptions in the counseling interview?
   a. There were no disruptions.
   b. There were very few disruptions.
   c. There were several disruptions.
   d. There were many disruptions.
   e. There were so many disruptions that it was impossible to conduct a realistic counseling session.

5. Rapport: Which of the following seems best to describe the establishment of a harmonious relationship with the other interview participant as influenced by the physical setting?
   a. There was nothing that hindered the development of a working relationship.
   b. There was little to hinder the development of a working relationship.
   c. There were several aspects that hindered the development of a working relationship.
   d. There were many aspects of the situation that hindered the development of a working relationship.
   e. There were so many physical aspects of the situation that it was impossible to develop a good working relationship.

6. Appearance: Which of the following best describes your concern about your physical appearance during the interview?
   a. No more than normal concern.
   b. Somewhat concerned.
   c. Quite concerned.
   d. Very concerned.
   e. I was extremely concerned about my physical appearance.

VTR ENVIRONMENTAL RATING SCALE
(CONTINUED) PAGE 3

7. Privacy: Which of the following best describes your feeling regarding the privacy of the counseling interview?
   a. Unconcerned.
   b. Little concern.
   c. Somewhat concerned.
   d. Very concerned.
   e. I was extremely concerned that others were also watching the counseling interview.

8. Focal Point: Which of the following best describes your ability to remain attentive to the other participant?
   a. Extremely attentive.
   b. Quite attentive.
   c. Somewhat attentive but at times indifferent.
   d. Inattentive and indifferent.
   e. Impossible to devote my attention to the other participant due to external factors.

9. Environmental Alarm: Which of the following best describes your personal feeling regarding the counseling session in the physical setting?
   a. Completely at ease.
   b. Somewhat frightened.
   c. Quite fearful and anxious.
   d. Very much afraid.
   e. I was terrified by the process of video-taping the counseling interview.

10. Ability to Feel at Ease: Which of the following best describes your level of tenseness or ease in the counseling interview just concluded?
   a. Very comfortable and relaxed.
   b. Fairly comfortable and at ease.
   c. Somewhat tense and uneasy.
   d. Quite uncomfortable and tense.
   e. Extremely tense and uncomfortable.

11. Adaptiveness: As the interview progressed, which of the following best describes your ability to become oblivious to the environmental aspects of the counseling interview just concluded?
   a. I was not at all conscious of any aspects of the physical environment.

VTR ENVIRONMENTAL RATING SCALE
(CONTINUED) PAGE 4

b. I was soon able to become completely absorbed by the counseling interview.
c. I experienced some difficulty in forgetting the physical aspects of the interview.
d. It was very difficult for me to concentrate on the interview.
e. It was impossible for me to become absorbed by the interview due to the physical aspects of the counseling session.

12. Emotional Freedom: Which of the following best describes your ability to express your feeling in the preceding interview?
a. No hesitancy to express myself.
b. Little hesitance in expressing myself.
c. Somewhat hesitant in expressing my feelings.
d. Very hesitant in trying to express my feelings.
e. I was unable to express my feelings.

13. Involvement: Which of the following best describes your perception of the involvement of the other interview participant?
a. Very concerned.
b. Somewhat concerned.
c. Not very concerned.
d. Relatively unconcerned.
e. I felt that the other participant was more concerned with himself than he was with me or what I was expressing.

14. Authenticity: Which of the following best describes your perception of the 'realness' of the preceding interview?
a. A very real counseling session.
b. A fairly authentic counseling interview.
c. Interview had some aspects of authenticity.
d. Interview seemed quite staged and unreal.
e. Interview seemed to be completely staged and unrealistic.

15. General Rating: Which of the following best describes your overall rating of the preceding environmental setting of the interview?
a. No adverse effects on the interview.
b. Detracted somewhat from the interview.
c. Interfered considerably with interview.
d. Interfered and adversely affected the interview.
e. Adversely affected the interview to the point of unproductivity.

VTR ENVIRONMENTAL RATING SCALE
(CONTINUED) PAGE 5

1. In what way, if any, did the physical setting influence the preceding interview?

2. What is your opinion of the physical setting of the interview in which you have just participated?

3. Describe any feelings or emotions you believe were the direct result of the physical facilities of the preceding interview.

4. Briefly list any negative or positive aspects of the interview just completed.
   Negative -

   Positive -

5. Give any additional comments pertinent to the preceding interview.

APPENDIX B

INTERVIEW RATING FORM

University of South Dakota
Ed. Psych. & Guidance Dept.
EGP-245-SS64-I

INTERVIEW RATING FORM

AUDIO TAPE _____ INTERVIEW DATE _____

VIDEO TAPE _____ COUNSELOR _____

OTHER _____ SUPERVISOR OR OBSERVER _____
(specify)

SPECIFIC CRITERIA	RATING (best to least)	REMARKS
1. OPENING: Was opening unstructured, friendly, and pleasant? Any role definition needed? Any introduction necessary?	5 4 3 2 1	
2. RAPPORT: Did counselor establish good rapport with counselee? Was the stage set for a productive interview?	5 4 3 2 1	
3. INTERVIEW RESPONSIBILITY: If not assumed by counselee, did counselor assume appropriate level of responsibility for interview conduct? Counselor or counselee initiative?	5 4 3 2 1	
4. INTERACTION: Were the counselee and counselor really communicating in a meaningful manner?	5 4 3 2 1	

INTERVIEW RATING FORM (CONTINUED)

Interview Rating Form
Page 2

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SPECIFIC CRITERIA	RATING (best to least)	REMARKS
5. ACCEPTANCE/PERMISSIVENESS: Was the counselor accepting and permissive of counselee emotions, feelings, and expressed thoughts?	5 4 3 2 1	
6. REFLECTIONS OF FEELINGS: Did counselor reflect and react to feelings or did interview remain on an intellectual level?	5 4 3 2 1	
7. COUNSELOR RESPONSES: Were counselor responses appropriate in view of what the counselee was expressing or were responses concerned with trivia and minutia? Meaningful questions?	5 4 3 2 1	
8. VALUE MANAGEMENT: How did the counselor cope with values? Were attempts made to impose counselor values during the interview?	5 4 3 2 1	
9. COUNSELING RELATIONSHIP: Were counselor-counselee relationships conducive to productive counseling? Was a counseling relationship established?	5 4 3 2 1	

INTERVIEW RATING FORM (CONTINUED)

Interview Rating Form
Page 3

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SPECIFIC CRITERIA	RATING (best to least)	REMARKS
10. CLOSING: Was closing counselor or counselee initiated? Was it abrupt or brusque? Any follow-up or further interview scheduling accomplished?	5 4 3 2 1	
11. GENERAL TECHNIQUES: How well did the counselor conduct the mechanics of the interview?	5 4 3 2 1	

A. Duration of interview: Was the interview too long or too short? Should the interview have been terminated sooner or later?

B. Vocabulary level: Was counselor vocabulary appropriate for the counselee?

C. Mannerisms: Did the counselor display any mannerisms which might have adversely affected the interview or portions thereof?

D. Verbosity: Did the counselor dominate the interview, interrupt, override, or become too wordy?

E. Silences: Were silences broken to meet counselor needs or were they dealt with in an effectual manner?

COMMENTS FOR COUNSELOR ASSISTANCE: Additional comments that might assist the counselor in areas not covered by the preceding suggestions.

APPENDIX C

QUESTION #1 RESPONSES

QUESTION #1: In what way, if any, did the physical setting influence the preceding interview?

COUNSELING CUBICLE ENVIRONMENT

COUNSELOR RESPONSES

"Not any, except for a couple of glances by the counselee to the window."

"Possibly slight, to the degree the counselor and counselee were aware of the audio tape recorder."

"Actually only in terms of having to begin and end at a particular time."

"I believe we were both very much aware of the TV camera."

"Knowledge that there were cameras out there, I feel had some bad effects."

"In no way of major concern."

"Attended mike, counselee too close to wall, counselor too close to the desk, ringing of the regular school bell distracted counselee somewhat."

"The only way was that both counselee and counselor were aware they were being video taped. It seemed like a very private interview."

"The ringing of the phone was disrupting."

"Counselee seemed always aware that he was being 'taped'."

COUNSELEE RESPONSES

"None."

"I felt slightly uneasy because of the fact that I was being watched."

"Only that it seemed that we had to be talking because the interview was being taped. However, I don't think that it would have been any different if it wasn't being filmed."

"Very little effect."

"It seemed a little strange."

"None."

"None."

"It was a good setting."

"None."

"I was at home in it, since it was so much like my guidance counselor's office at home."

"The temperature was very good, the chair comfortable and the room in general rather good."

Question #1 Responses (continued)

SIMULATED CUBICLE ENVIRONMENT

COUNSELOR RESPONSES

"I felt it affected the counselee to a greater extent than it affected me. She often glanced at the camera and in that way I felt she was quite occupied by the presence of TV."

"Not much, if any."

"Quite warm. Could see camera and its movements."

"I don't believe one can have a completely normal counseling session in this manner."

"The movement of the lense being changed attracted my attention."

"Lights too hot--I was uneasy."

"I was bothered by looking right at the camera."

"Heat from the lights and turrets of the lens on the camera revolved which I found a little distracting."

"It was somewhat warm."

"Some distraction by the moving of the lenses. Lights produced uncomfortable heat and reminded one of the setting."

COUNSELEE RESPONSES

"Not much but a little warm and cameras in curtains were somewhat annoying."

"The heat and bright lights made the interview a little uncomfortable but this did not influence the interview greatly."

"No influence."

"It was about the same as the cubicle in the School of Education."

"Heat from lights."

"It was too hot."

"I didn't think it affected the interview."

Question #1 Responses (continued)

OPEN STUDIO ENVIRONMENT

COUNSELOR RESPONSES

"Very little distraction or interference. No cameraman being present made a difference."

"I felt somewhat unnatural with the chairs in the fixed position."

"Perhaps only that both were aware that it was watched but to a lesser degree than the two previous ones."

"We were both aware of the setting to the point little was accomplished."

"Very little."

"Momentary notice of mikes."

"One could not help but be aware of the fact that he was on camera and being recorded."

"I do not feel that the physical setting had anything to do with it."

"Presence of the camera."

COUNSELEE RESPONSES

"None or little detraction from genuine interview--seemed at times phony."

"None."

"The size of the room and the objects in it distracted some from interviewing. Every once in a while I would catch myself looking at something across the room."

"Did not effect it very much."

"None."

"None."

"Nothing except I liked to look around at everything."

"Okay."

APPENDIX D

QUESTION #2 RESPONSES

QUESTION #2: What is your opinion of the physical setting of the interview in which you have just participated?

COUNSELING CUBICLE ENVIRONMENT

COUNSELOR RESPONSES

"It is very good--as natural as it can be."
"The physical setting was excellent."
"Quite comfortable and 'homey'. Not overly cluttered and not barren."
"I was conscious of the TV camera but not the tape."
"The room was okay."
"Very good."
"Too cramped--otherwise okay."
"Excellent."
"Excellent."
"Closeness of chairs created an uncomfortable situation for me."

COUNSELEE RESPONSES

"I thought that the room was very good for the interview. There was nothing which distracted my attention."
"Quite authentic--probably as much as could be obtained with any set."
"Very fine except I believe that the room was slightly bare and the desk seemed to act as a barrier."
"The setting was fairly natural."
"It was a very good place to talk and I really wasn't aware of the idea that there was a camera behind the mirror."
"It was a good setting."
"None."
"It was cheery--but I like armrests on chairs better."
"The room in general rather good."

Question #2 Responses (continued)

SIMULATED CUBICLE ENVIRONMENT

COUNSELOR RESPONSES

"Too hot! A little more camera consciousness than in counseling cubicle and yet I felt more at ease." (A paradox?)

"From the counselor's viewpoint, quite a bit more relaxed than in the first cubicle setting."

"Fairly authentic, but less so than in the School of Education Building."

"I was much more relaxed this time than the last time in the cubicle."

"I felt threatened by the closeness of the camera."

"Close but not normal."

"Would like camera relocated--otherwise, good."

"Setting would be fine if it could be kept a little cooler and if the change of lenses was less noticeable."

"Good, but I wish it could be cooler."

"Somewhat distracting to see movement of camera lens and etc."

COUNSELEE RESPONSES

"The only problem was the heat. I just thought about it once during the interview, and I didn't think about it again until I came out."

"Rather realistic but warm--and the heat distracted a bit."

"It was not as good as the cubicle, but it wasn't too much worse."

"Very good except for heat of lights."

"It seemed fairly real."

"I liked it. Nice setting."

"Okay."

"It was pretty neat--as if it was in a modern school or something--but it was pretty hot."

"It was very near to normal."

Question #2 Responses (continued)

OPEN STUDIO ENVIRONMENT

COUNSELOR RESPONSES

"More comfortable and relaxing than simulated cubicle."

"Quite natural--no interference."

"Not deletoreous to productivity. I felt more comfortable here than in the previous settings."

"It was an unnatural counseling session. I don't feel he acted his true self and I in turn was ineffective in reaching any feeling level whatsoever."

"It was better than having a camera man on the other end of the camera. I felt more at ease in an 'empty' room."

"Okay."

"Just fine."

"It seemed private, more private than the simulated cubicle where cameramen and engineers were present."

"Very fine."

"The absence of people made it more normal than in the previous setting."

COUNSELEE RESPONSES

"The fact that the interview was conducted in an open studio did not seem to hinder the interview at all."

"Better than previous two sets."

"It was a little warm and the room seemed to be too large, but otherwise, it was alright."

"Very good."

"I liked it, a little warm, but where isn't it?"

"Okay."

"It was okay."

"Okay."

APPENDIX E

QUESTION #3 RESPONSES

QUESTION #3: Describe any feelings or emotions you believe were the direct result of the physical facilities of the preceding interview.

COUNSELING CUBICLE ENVIRONMENT

COUNSELOR RESPONSES

"Have many feelings but not due to physical facilities."

"Some apprehension on part of counselor."

"There was admittedly some thought of being observed, particularly at the beginning, but nothing in the room was a hinderance."

"Was not able to really concentrate on the client's feelings."

"Knowledge of the filming and recording made me feel a bit apprehensive."

"The setting allowed for an almost very normal interview."

"I worried about counselees attendance to mike, wall and bell. I felt he was a little 'on guard'."

"A little nervous and tense due to the fact that I was on camera but not due to the physical facilities."

"None."

"I feel the counselee did not wish to have his feelings recorded at first and it took much of the time to get him to respond."

COUNSELEE RESPONSES

"None."

"I did feel rather uneasy at times because of the camera."

"None."

"I started to wonder if they were actually taping it or were just kidding."

"None."

"None."

"Not much--except I know I'm too talkative for sure now."

"My mind was at ease and I didn't seem distracted at all."

Ouestion #3 Responses (continued)

SIMULATED CUBICLE ENVIRONMENT

COUNSELOR RESPONSES

"Feeling--too warm! Felt more frustration because of interview itself than of physical facilities."

"The heat once again, had the feeling of wanting to get 'cooled off'."

"The counselee believed he had to come up with a problem, not natural."

"I was rather tense during the interview."

"I was too hot to do a good job."

"Felt threatened by camera a little--also distracting."

"I felt the counselee didn't want to depart from the intellectual level because of the presence of so many people in the same room."

"Uneasy--because of the previous interview."

"Somewhat hard for the counselee to really talk knowing he is on TV."

COUNSELEE RESPONSES

"None or very little feeling of conspicuity (generally oblivious)."

"Maybe just a little more nervous than I would have been if I thought that no one could see or hear me."

"The fact that the cameras were where they were."

"I wondered what some of the workers were thinking at one point."

"I was completely at ease and had very little difficulty in expressing myself."

Question #3 Responses (continued)

OPEN STUDIO ENVIRONMENT

COUNSELOR RESPONSES

"Difficult to separate from psychological effects of it being the third interview--very little anxiety over physical facilities."

"None."

"None in particular. The seating did not affect interview adversely."

"I find it hard to become really involved because of being on the TV."

"None."

"I got a little warm, but otherwise okay."

"One hesitation as cameraman walked through--otherwise, nothing."

"A little nervousness and anxiety over how well I could get counselee to respond."

"I don't believe that the physical facilities influenced it."

"None except knowing you were being screened."

COUNSELEE RESPONSES

"No emotional anxieties resulted from interview."

"I was maybe just a little less relaxed because there were so many things around the room."

"I felt fairly comfortable because I was used to the counseling."

"None."

"None."

"Nothing at all."

APPENDIX F

QUESTION #4 RESPONSES

QUESTION #4: Briefly list any negative or positive aspects of the interview just completed.

COUNSELING CUBICLE ENVIRONMENT

COUNSELOR RESPONSES

Negative--"Difficult counselee. Felt as though maybe was playing a role."

Negative--"Some concern if physically close enough to counselee. Reflecting good but perhaps too much on content level."

Positive--"Room perhaps more comfortable than most counselor offices in schools."

Negative--"I did not feel it was a good counseling session."

Negative--"Mostly on an intellectual level."

Positive--"I enjoyed it very much--I believe it was a good start."

Negative--"Unable to get off intellectual level."

Positive--"Talk was free at times."

Positive--"I believe I established a good rapport with counselee."

Negative--"It was hard to pierce the counselee's preoccupation with the video setting. I felt that time was too short to get counselee to warm up to me."

Positive--"I believe we were beginning to communicate and I look forward to the next session."

COUNSELEE RESPONSES

"None."

Negative--"Felt like I was being watched somewhat but no real bother."

Positive--"I think that the room was about as good as possible for an interview to be taped in."

Positive--"I learned what a counselor is faced with."

Positive--"No interference from being taped. Got to express my problems and views on them."

"None."

"None."

Negative--"Too bad about the telephone ringing."

Positive--"I thought it was fun."

Negative--"Counselor should have asked a larger variety of questions because you feel more at ease if questions over a larger field are asked rather than what you think."

Positive--"He seemed rather alert and eager to talk."

Question #4 Responses (continued)

SIMULATED CUBICLE ENVIRONMENT

COUNSELOR RESPONSES

Negative--"Still is an unnatural kind of counseling. Difficult to get away from stage feeling for her I believe."

Positive--"Having had one previous video-taped interview, this came more easily."

Negative--"Delay in getting started, which may have been more of a positive aspect, to the counselor, in being able to relax for a minute before beginning the interview."

Negative--"Camera visible, bright lights, heat, felt more 'watched' than in cubicle counseling."

Positive--"Attractive counseling booth."

Negative--"Couldn't be completely relaxed."

Positive--"More relaxing for both of us this time than in the cubicle session."

Negative--"Too hot."

Positive--"Established rapport. Got to some feelings."

Negative--"Camera locations."

Positive--"Better chair and desk arrangement."

Negative--"Counselee may have had misgivings about any privacy in this session."

Positive--"Better rapport and understanding. Counselee may have internalized a little."

Negative--"Very warm."

Positive--"Felt completely by ourselves."

Negative--"Heavy light. Camera action served to remind that one was on TV."

Positive--"Good room simulation. Counselor and counselee across from each other makes for concentration on each other."

COUNSELEE RESPONSES

Negative--"Slight sense of conspicuity."

Positive--"Realistic."

Negative--"Only the heat and lights."

Negative--"Lights."

Negative--"Too hot."

Negative--"Just a bit warm."

Positive--"Setting and talk was very good."

Question #4 Responses (continued)

OPEN STUDIO ENVIRONMENT

COUNSELOR RESPONSES

Positive--"Not such bright lights. No one in the room."
Positive--"Good setting."
Negative--"Only that there was slight feeling of being observed."
Positive--"Privacy was excellently maintained to limit of possibilities."
Negative--"Both of us unable to feel normal."
Positive--"None other than relate to setting. Felt comfortable and in private."
Negative--"Setting made it very obvious that interview was recorded."
Positive--"The fact that no one else was in the room gave it a feeling of privacy."
Negative--"Counselor and counselee both tense."
Negative--"Being on stage."
Positive--"Absence of people in the room."

COUNSELEE RESPONSES

Negative--"At times I forgot where I was but then realized that I was in an interview."
Negative--"A little warm and the room was too large and cluttered with cameras, etc."
"None."
"None."
Negative--"I think the counselor was nervous."

APPENDIX G

QUESTION #5 RESPONSES

QUESTION #5: Give any additional comments pertinent to the preceding interview.

COUNSELING CUBICLE ENVIRONMENT

COUNSELOR RESPONSES

"Towards the end of the interview, I feel more was accomplished as I forgot about the camera."

"Everything made me feel at ease and I believe the counselee felt at ease."

"I was amazed at how I had the feeling of privacy even though I knew I was before the camera."

"I feel the same in working with the audio as with this one."

"Time was too short."

COUNSELEE RESPONSES

"I was surprised that the time went so fast."

"Rather authentic and realistic and there were no major distractions."

"I stated that the counselor was somewhat concerned. In due fairness, I believe that it was partially my fault for letting him carry the conversation. His attentiveness was very good considering the fact that this was merely an interview and no real problems presented."

"The counselor really sounded interested in what I had to say and seemed interested in hearing me."

"Counselor was a little nervous, and no good answers."

"None."

"She was a nice lady."

Question #5 Responses (continued)

SIMULATED CUBICLE ENVIRONMENT

COUNSELOR RESPONSES

"Felt counselee was a bit more uneasy than in previous session. Perhaps somewhat awed by people and electronic equipment around when he came in."

"None."

"Very little difference in my opinion between this setting and the counseling cubicle through the one-way glass. If there would be some way the counselee could enter without being made aware of how many people are 'in the wings' she might have felt a little more inclined to talk about herself at the feeling level instead of steering back to the intellectual level."

COUNSELEE RESPONSES

"Perhaps because it was the second interview, it was a little easier to get started. The setting didn't seem to bother at all."

"I liked the cubicle in the Education building better for its comfort but I seemed to find it easier to become oblivious to the cameras here than in the Education building. The glass seemed like an audience while I seldom looked at the cameras here. The uncomfortability occasionally detracted from the authenticity here."

"I think that I was more at ease because this was the second interview but I think that this could have been a worse place for the first interview than the cubicle."

"It was much easier to talk after I had met and talked with my counselor previously."

"I noticed very little difference between this one and the last one."

"It was all right."

Question #5 Responses (continued)

OPEN STUDIO ENVIRONMENT

COUNSELOR RESPONSES

"To me it was better--maybe because it was the third interview."

"None, other than appreciated privacy."

"I believe that the setting had little if anything to do with the outcome of the interview. Depends entirely on the participants."

"I feel it was the poorest of the three."

COUNSELEE RESPONSES

"I thought this was a very real counseling session, more so than either of the last two."

"Best interview of the three--I liked it better than the cubicle."

"I liked this setting the least of the three which we had for our interviews."

"This was the best of the three interviews--I was more comfortable than in the others--it didn't seem so cramped and unnatural."

"I thought that everything we talked about was repeated three or four times and there was no way to get out of the cycle."

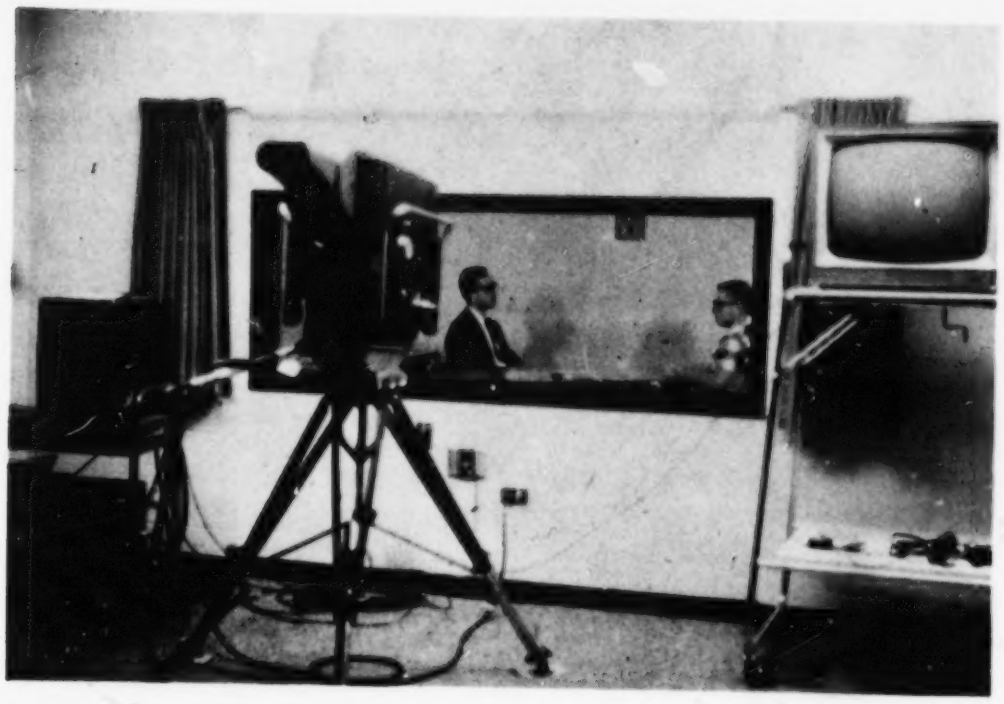
"None."

"None."

"It was O.K.--I was just tired."

APPENDIX H

PHOTOGRAPHS OF FACILITIES AND EQUIPMENT



VTR of interview conducted in a counseling cubicle. Image Orthicon camera and monitor in foreground.

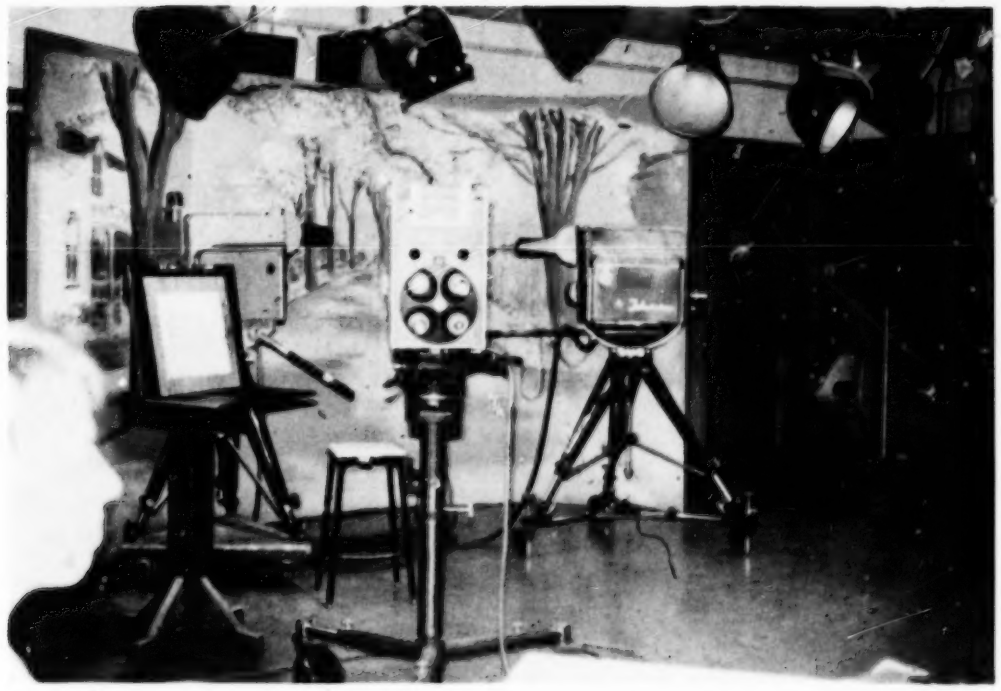
External view of simulated counseling cubicle VTR showing positions of two Image Orthicon cameras.

Photographs of Facilities and Equipment (Continued)

Internal view of simulated cubicle as seen from camera Number On e.

VTR of interview in open studio counseling. Notice unmanned pre-focused Vidicon camera in foreground.

Photographs of Facilities and Equipment (continued)



Studio cameras and equipment showing external environment in open studio counseling VTR interview.

Individual VTR critique session in progress. These facilities were used for all VTR critique sessions.

Photographs of Facilities and Equipment (continued)

Video and camera control units used in VTR.

Ampex VR1001A video tape recorder used in VTR for this research project.